DOCUMENT RESUME

ED 214 722 RC 013 267

TITLE	Oklahoma Annual Migrant Evaluation Report, Title I. 1981.
INSTITUTION	Oklahoma State Dept. of Education, Oklahoma City.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, D.C. Migrant Education Programs.
PUB DATE	81
NOTE	45p.; Prepared by Compensatory Education Title I ESEA, Migrant.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; Annual Reports; Elementary Secondary Education; Enrollment; Language Arts; Mathematics Achievement; *Migrant Education; *Objectives; Parent Participation; *Program Effectiveness; Program Evaluation; Reading Achievement; *State Programs; Student Recruitment
IDENTIFIERS	*ESEA Title I Migrant Programs; *Oklahoma

ABSTRACT

During the 1980-81 school term, educational services were provided to 2,893 migrant children (pre-K-12) in 34 school districts in 12 counties. Identification and recruitment was conducted by local project schools and recruiters. Services were provided in reading, language arts, and math. Data revealed that 1,039 students received services in reading, 788 in language arts, and 890 in math. The average normal curve equivalency (NCE) gains (weighted mean) was 5.75 overall for reading, language arts, and math. Parents were involved in the overall development of migrant education within the state (i.e., needs assessment, program development, implementation, and evaluation). Inservice education was accomplished through a 2-day statewide workshop, a regional workshop, Migrant Student Record Transfer System training workshops, and a 1-day workshop conducted in reading, math, or language arts. Mail-outs, memos, the Oklahoma Educator, the Superintendent's Newsletter, education fair, television, PTA, newspapers, brochures, and other printed materials were used to disseminate information. Overall, projects felt that significant gains had occurred in migrant education and the related components. This report provides brief information on the national, state, and local goals; state administration; dissemination activities; parent involvement; inservice; identification and recruitment; recommended changes; evaluation data; and student achievement in reading, language arts, and math. (NQA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED214722

RC

1981

OKLAHOMA ANNUAL MIGRANT EVALUATION REPORT

TITLE I

APR 1982
ERIC/CRESS
RECEIVED

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Craddock

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

RC 013267

OKLAHOMA
DEPARTMENT OF EDUCATION

Leslie Fisher, Superintendent

1981

ANNUAL EVALUATION REPORT
TITLE 1 ESEA, MIGRANT

STATE OF OKLAHOMA
DEPARTMENT OF EDUCATION

DR. LESLIE FISHER
STATE SUPERINTENDENT

PREPARED BY
COMPENSATORY EDUCATION
TITLE i ESEA, MIGRANT
Keith Stone
Administrator
Migrant Education

BLANK PAGE
DO NOT FILM

PREFACE

This evaluation is an annual report on the activities of the Oklahoma Migrant Education Program. The information relates to the ESEA, Title I Migrant Education Program for the 1980-81 regular school term.

This report was prepared to comply with Federal Regulations and to fulfill the obligation of the State of Oklahoma for the evaluation of the ESEA, Title I Migrant Education Program.

Reports from the local education agencies (LEA's) have been consolidated into one document to meet federal requirements for an annual evaluation report. An effort has been made to include all essential information reported by the LEA's.

Inquiries regarding this report should be addressed to Mr. Keith Stone, Administrator, Migrant Education, Oklahoma State Department of Education, 2500 N. Lincoln, Oklahoma City, Oklahoma 73105.

BLANK PAGE
DO NOT FILM

TABLE OF CONTENTS

Preface----------

Table of Contents----------

Introduction----------

National Goals of Migrant Education----------

State Goal for Migrant Education----------

State Objectives for Migrant Education----------

Local Education Agencies (LEA) Representative Objectives----------

State Administration----------

1. Oklahoma ESEA Title I Migrant Grants Awards----------
2. Scope----------
3. Involvement and Dissemination Activities----------
4. State Parent Advisory Committee----------
5. Inservice----------
6. Identification and Recruitment----------
7. Dissemination of Information----------

Program Critique----------

Recommended Changes to Improve Migrant Program----------

Evaluation Data Summary----------

Achievement Information----------

1. Reading Remarks----------

   Chart A Spring to Spring Testing Reading----------

   Chart B Fall to Spring Testing Reading----------

   Chart C Reading Summary----------

2. Language Arts Remarks----------

   Chart D Spring to Spring Testing Language Arts----------

   Chart E Fall to Spring Testing Language Arts----------

   Chart F Language Arts Summary----------

TABLE OF CONTENTS (cont'd)

3. Math Remarks----------

Chart G Spring to Spring Testing Math----------

Chart H Fall to Spring Testing Math----------

Chart I Math Summary----------

Chart J Overall Program Summary (All Grades)----------

Impact Summary----------

Appendix A Annual Evaluation Summary of Federal Programs (Migrant)------

Appendix B Eligibility Form----------

Appendix C M-4 Enrollment Form----------

This publication is issued by the Oklahoma State Department of Education as authorized by Leslie Fisher, State Superintendent of Public Instruction. One hundred and fifty copies have been printed and distributed at a cost to the taxpayers of the State of Oklahoma of $110.44.

INTRODUCTION

From an agricultural standpoint, Oklahoma ranks in the top ten in production of a number of crops such as wheat, cotton, rye, sorghum for grain, hay, lint, alfalfa seed, peanuts, broomcorn and pecans. In addition to these major crops, there are many others produced on a smaller scale. The 1970 census indicated 81.8 percent of the land was utilized for farm activity. Obviously, Oklahoma is one of the major agricultural states. Even with the mechanization of many farming operations, the diverse variety of agricultural activity in the State automatically creates a need for a seasonal and temporary work force to plant, work, and harvest the various crops. This offers seasonal and temporary employment opportunities to migrant workers in many parts of the State, especially during harvest season.

The migrant farm worker is essential to the economy of the State. Crops such as wheat, cotton, peanuts, hay, potatoes, broomcorn and fruits require intense labor at the time of harvest. Farmers would be unable to produce the needed crops without additional help provided by migrant workers. Oftentimes there is somewhat of a tendency on the part of laymen to think that the migrant agricultural worker's job is an unimportant one; whereas, on the contrary, without them our nation could not be fed.

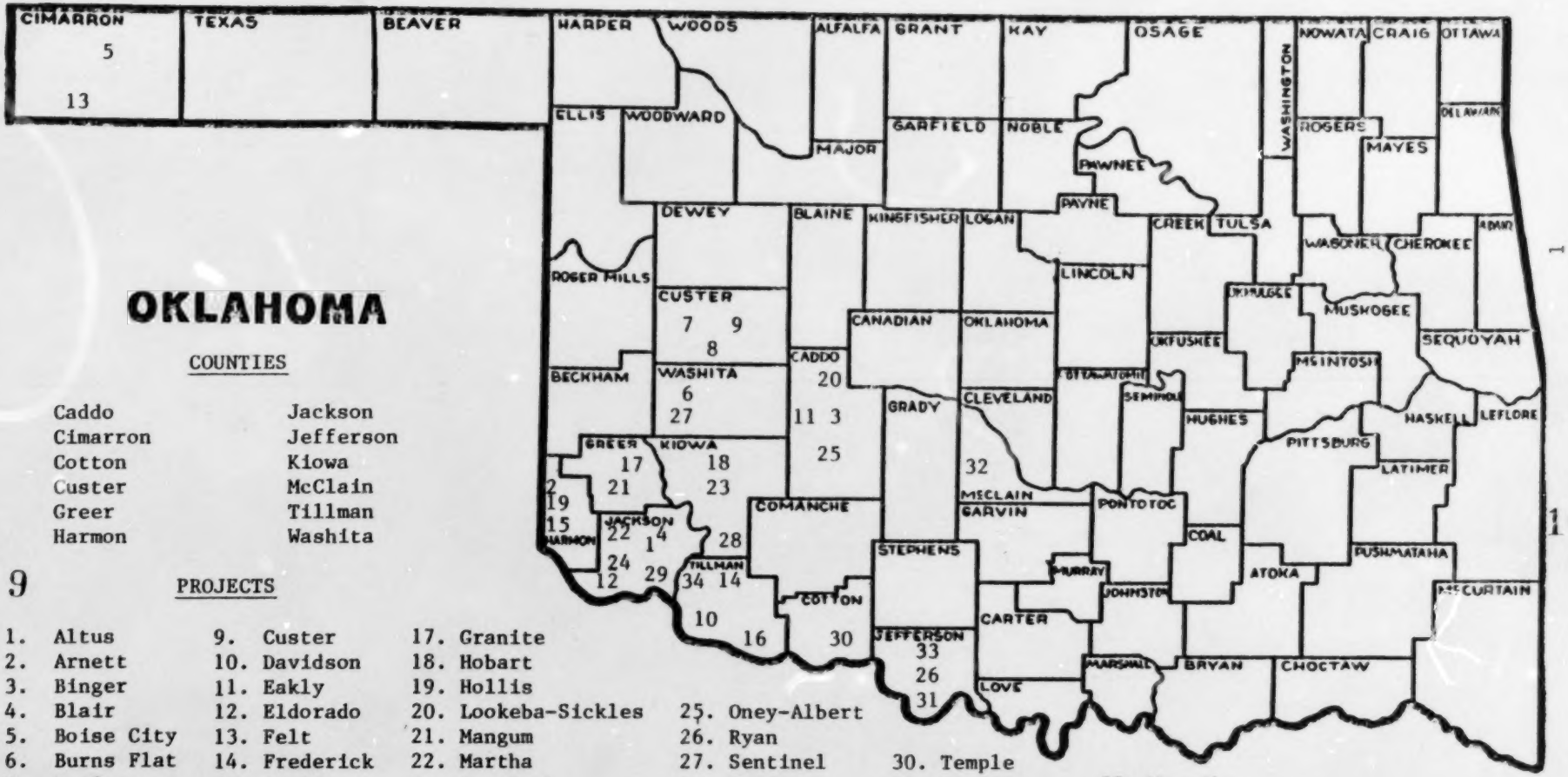
Another kind of migrant worker in Oklahoma is the unskilled individual without permanent employment who has established a home in Oklahoma but is forced to continually search for a job comparable to his skills. These migrants are classified as home based. Often these individuals will travel from one school district to another, or from one state to

another to work for short periods of time in agricultural or fishery activities. They usually stay within the State for a few months. This search for work sometimes becomes a total family project and extends over a long period of time. Oklahoma's basic migrant program makes efforts to work with the children of these workers in a tutorial (instructional) program.

The Oklahoma FY 1981 program for migrant children was implemented by thirty four (34) LEA's located in twelve (12) counties. The twelve (12) counties were: Caddo, Cimarron, Cotton, Custer, Greer, Harmon, Jackson, Jefferson, Kiowa, McClain, Tillman, and Washita (see map). Educational and supportive services were provided for approximately 2,893 migrant students. Fiscal year FY 80 carryover funds in the amount $147,910 and FY 81 migrant funds in the amount of $1,521,067.31 were expended for program operation.

OKLAHOMA MIGRANT EDUCATION PROGRAM

FY 1981



OKLAHOMA

COUNTIES

Caddo	Jackson
Cimarron	Jefferson
Cotton	Kiowa
Custer	McClain
Greer	Tillman
Harmon	Washita

PROJECTS

1. Altus
2. Arnett
3. Binger
4. Blair
5. Boise City
6. Burns Flat
7. Butler
8. Clinton
9. Custer
10. Davidson
11. Eakly
12. Eldorado
13. Felt
14. Frederick
15. Gould
16. Grandfield
17. Granite
18. Hobart
19. Hollis
20. Lookeba-Sickles
21. Mangum
22. Martha
23. Mt. Park
24. Olustee
25. Oney-Albert
26. Ryan
27. Sentinel
28. Snyder
29. Southside
30. Temple
31. Terral
32. Washington
33. Waurika
34. Weaver

NATIONAL GOALS OF MIGRANT EDUCATION

In order to more effectively deal with the special educational needs of migrant students in Oklahoma's Education Program, local projects and the State Department of Education will to the best of their ability implement the National Goals of Migrant Education.

The National Goals of Migrant Education Are:

1. Specifically-designed curricular programs in academic disciplines and vocational education based upon migrant children's assessed needs.

2. Success-oriented academic programs, career options and counseling activities, and vocational skill training that encourage migrant children's retention in school and contribute to success in later life.

3. Communication skills programs which utilize migrant children's linguistic and cultural backgrounds.

4. Supportive services that foster physical and mental well-being when necessary for migrant children's successful participation in the basic instructional programs, including dental, medical, nutritional and psychological services.

5. Programs developed through interagency coordination at the Federal, State and local levels.

6. A component for meaningful migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of migrant children's academic and social skills.

7. Staff development opportunities that increase staff competencies in the cognitive, psychomotor and affective domains.

8. A component to properly identify and enroll all eligible migrant children.

9. Preschool and kindergarten programs designed to meet migrant children's developmental needs and prepare them for future success.

10. For the establishment of dissemination policies and procedures. For the development and evaluation of dissemination materials which will promote an awareness of:
    A. Program intent;
    B. Intra- and interstate program development;
    C. Contribution of migrants to the community; and
    D. Total effect of the program.

11. The assurance that sequence and continuity will be an inherent part of the migrant child's total education program through:
    A. The development of a system which should facilitate the exchange of methods, concepts and materials; and
    B. The effective use of the MSRTS component for inter- and intrastate communication in the exchange of student records.

STATE GOAL FOR MIGRANT EDUCATION

The major goal of migrant education in Oklahoma is to implement the national goal and to establish programs and projects which are designed to meet the special educational needs of migratory children and to coordinate these programs and projects with similar programs in other states.

STATE OBJECTIVES FOR MIGRANT EDUCATION

1. To assist the LEAs in establishing programs of instruction and support services for children of migrant agricultural workers.
2. To provide in-service training of program staff.
3. To identify and recruit every child who can be legally described as a "migratory child" and enter useful information in the National Migrant Student Record Transfer System.
4. To assist all agencies concerned with migrant education to properly utilize MSRTS data in order to minimize repetitious services and to enhance continuity in the instructional and supportive programs for migrant children.
5. To establish contracted recruitment teams, train them, and give recruitment assignments in geographic areas where there are known concentrations of migrants.

LEA REPRESENTATIVE OBJECTIVES

1. To provide individualized instruction in the basic skills area according to the needs of the students in order to improve their opportunity to function at a level equal to their potential.
2. To provide a program utilizing every available Federal, State and local resource in order to improve conditions and mutual differences among children.
3. To provide supportive services which will encourage and promote each student's social growth, positive self-concept and group interaction skills.
4. To improve reading comprehension by at least one grade level or show a gain in NCE scores as evidenced by standardized tests,

teacher-made tests and teacher observation.

5. To provide tutorial services that will help the individual child to improve their effectiveness in communicating thoughts and ideas. Activities toward this objective will involve both oral and written expression.

STATE ADMINISTRATION

The primary goal of the Oklahoma Migrant Education, Title I ESEA Program, is to increase the academic achievement of eligible project participants. The number of staff working in the migrant program were: 75 teachers, 67 aides, 34 project directors, 22 support personnel, 1 state Administrator, and 1 state Coordinator.

1. Oklahoma ESEA Title I Migrant Grant Awards

1975	$ 757,380
1976	799,819
1977	777,128
1978	877,326
1979	1,029,481
1980	1,676,714
1981	1,941,750

2. Scope

Thirty four (34) school districts received grants under the migrant program:

Altus	Burns Flat	Eakly
Arnett	Butler	Eldorado
Binger	Clinton	Felt
Blair	Custer	Frederick
Boise City	Davidson	Gould

Grandfield	Martha	Snyder
Granite	Mt. Park	Southside
Hobart	Olustee	Temple
Hollis	Oney-Albert	Terral
Lookeba-Sickles	Ryan	Washington
Mangum	Sentinel	Waurika
		Weaver

Total student enrollment for the regular school term was 2,893.

Grade	Enrollment
Prekindergarten	205
Kindergarten	168
Elementary	1,442
Secondary	1,051
Unclassified	27
Total	2,893

Grade	Intrastate	Interstate	Five-Year
Prekindergarten	67	61	80
Kindergarten	54	59	54
Elementary	449	599	456
Seondary	332	314	343
Unclassified	4	12	9
Totals	906	1,045	942

3. Involvement and Dissemination Activities

Parents continue to be involved in the overall development of migrant education within the state. They are invited and encouraged to participate in special activities and programs. Home visitations

are made to keep communications open. There were 34 parents of participating children who received direct services. There were 129 meetings of parent councils, cooperating agencies and community representatives that considered needs assessment, program development and implementation, evaluation of program, and other purposes to assist the LEA. One hundred seventy one (171) parents participated in advisory councils and gave service to the migrant program. Projects are being encouraged to make greater efforts to achieve parental involvement.

4. State Parent Advisory Council

The State Migrant Parent Advisory Council consists of thirteen persons: two superintendents, two teachers, one aide, one counselor and seven parents. The formation of the parent council is consistent with Section 142(a)(4) of Public Law 95-561 which requires that "there be appropriate consultation with advisory councils" for the Migrant Education Program. The Parent Advisory Council meets approximately four times a year. The responsibilities of the Council are to: (1) study migrant statutes and regulations, (2) study and become knowledgeable about the State program for migrant education, (3) monitor and review the State Migrant Program and and offer suggestions and make recommendations to assist in maintaining and developing an improved migrant education program, and (4) be involved in the total planning, implementation and evaluation of the migrant program.

5. In-service

Migrant inservice education is accomplished in three ways.

First, all staff are required to attend either a two day statewide workshop, or a regional workshop in south Texas. Secondly, all staff members are required to attend MSRTS training workshops at least every other year. There is also an annual in-state two day workshop on MSRTS that all staff are required to attend. Thirdly, a one day workshop is generally conducted in reading, math, or language arts.

As a result of in-service activities, there is general agreement among the staff that inservice has produced: (1) an improved understanding of and heightened sensitivity to the problems and needs of disadvantaged migrant children, (2) a higher level of academic achievement on the part of migrant children as a result of improved inservice skills by teachers in a variety of curricular areas, and (3) a new awareness of the problems related to migrants and education is shared with the total community in each local.

6. Identification and Recruitment

The identification and recruitment of eligible migrant children is accomplished as follows: (1) local project schools identify and recruit eligible students during the regular school year and involve them in a program, and (2) other recruitment occurs with the use of contracted recruiters. They are trained and given recruitment assignments in geographic areas where there are known concentrations of migrants. Participating projects and contracted recruiters are responsible directly to the State Administrator of Migrant Education for complying with statutes and regulations. (See Appendixes B and C for instruments used in identifying and

recruiting migrant children.)

7. Dissemination of Information

Dissemination of information by participating projects is accomplished by several means, mail-outs and memos are most common. Any vital information and/or news stories may be published in two SDE publications, the Oklahoma Educator and the Superintendent's Newsletter. A Migrant Administrators' Handbook is printed, updated, and distributed each year. It is available upon request. Participating projects take advantage of every type of local media that is available. Some report to newspapers, others to school publications, and others to local radio and television stations. Dissemination of information concerning migrant program activities are reported on the evaluation instrument. The participating projects report the number of local and statewide dissemination efforts in the following areas: education fair, television, PTA, newspapers, brochures and other printed materials.

PROGRAM CRITIQUE

There are no projects within the State that have been submitted as exemplary; however, the criteria from the U.S. Office of Education to incorporate and evaluate such a project would meet the approval of the State Education Agency should such a project develop. The participating projects are encouraged to participate in exemplary projects. The SEA makes instructional information on exemplary projects available. They are also assisted in identifying exemplary projects. All LEA's are contacted about sending representatives to all NDN workshops and conferences.

The SEA does not expect to provide program services to fewer eligible school age migratory children than the numbers estimated to be current and formerly migrant; however, the actual number served is lower than estimated figures. The SEA endeavors to serve the true migrant in Oklahoma. These endeavors lead the State to utilize its staff and funding for program services at various levels in the education process. The types of program services include conducting needs assessments, developing objectives to meet pupil needs, testing and placement of students, providing instructional and supportive services to meet the priority needs of the identified students and repeating these services as children return after moving from other locations. Provisions for delivering these kinds of services allow for gradual minimal program expansion in the various levels and for increasing the level of services that will encompass the estimated number of students identified and recruited. Many school districts and areas have limited numbers of migrant students that are eligible to be identified and enrolled; however, they do not have sufficient numbers to qualify for a program according to statutes and regulations.

Identification and recruitment is accomplished in two ways in Oklahoma. First, LEAs identify and enroll all year long. A second type of recruitment occurs with contracted recruiters who are assigned to recruit once a year in a given time frame and according to geographic areas. Identification, recruitment, and enrollment should be an on-going process utilizing both groups continuously throughout the year.

Inservice training is excellent in Oklahoma. Approximately 98 percent of the total migrant staff are in attendance at each inservice function. In-service activities could be improved by inviting other states to plan,

implement, and conduct joint inservice conferences.

Migrant students are involved in a variety of instructional programs that are very effective. These include: tutorial services, support services, lab services, resource services, and individualized instruction. The migrant staff has tremendous rapport with each other; however, there are areas lacking in adequate provisions for instructional programs. These areas are: prekindergarten, kindergarten, grades 7-9, and grades 10-12. This is obviously due to lack of adequate funding.

RECOMMENDED CHANGES TO IMPROVE MIGRANT PROGRAM

The following recommendations are offered with the hope that they will increase the effectiveness of future planning, implementation, and evaluation in the migrant program in Oklahoma.

1. Make efforts to prioritize the needs of preschool, junior high and high school students and offer instructional services to meet those needs.

2. Invite other states to become involved in interstate inservice activities.

3. Attempt to initiate full time employment in identification and recruitment in order to facilitate greater continuity in intrastate enrollment activities.

4. Plan and implement new projects in areas that have concentrations of migrant children.

5. Increase efforts to get other agencies involved in providing services to migrants.

6. Work toward getting an accredited university to offer credit work (courses) for the migrant staff, or establish a course of study for potential migrant staff.

7. Increase the number of meetings of parents for considering needs assessment, program development, implementation, and evaluation.

EVALUATION DATA SUMMARY

It is obvious that we need to look at what happens to students in a given experience in order to judge the real worth of a program.

Regulations of Title I of the Elementary and Secondary Education Act, P.L. 89-10, as amended by P.L. 95-561, require each educational agency receiving Title I Migrant funds to make an annual evaluation of activities financed by such funds. Recognizing the need for Title I migrant participant gains to be aggregated at the national level in order to provide valid information to the Congress and other interested citizens, a consolidated evaluation report instrument has been developed by the Oklahoma State Education Agency (SEA) for use by the Local Educational Agencies (LEA's) in reporting Title I migrant participant gains. Individual participant gains as reported in normal curve equivalency (NCE) may be aggregated, thus fulfilling the mandate that such local project gains are meaningful in terms of national goals. A major inservice effort focuses each year on assisting administrators and teachers in making the transition from grade equivalent to normal curve equivalent data collection and to design a format to enable LEA's to report student gains in terms of NCE. Statistical data in this report are compiled from the annual evaluation reports submitted to the State Department of Education (SDE) by each LEA. (See Appendix A)

NCE gains by project participants as reflected in this report present valid information supporting positive accomplishments of Title I migrant program participants. The SDE will continue to provide technical assistance

to the LEA's in gathering achievement data in terms of NCE's and will continue to provide a consolidated evaluation report instrument for use by LEA's in reporting data to the SEA.

LEAs administering a migrant project are required to design an appropriate evaluation procedure to determine the extent to which program objectives are being accomplished and to provide information related to any revision that may be needed in the objectives and/or program activities. It is recommended that the evaluation design include both pre- and post- testing and encompass all of the activities that are included in the migrant program. The testing should attempt to evaluate both cognitive and non-cognitive objectives.

The effectiveness of migrant programs is evaluated by teacher utilization of a variety of materials ranging from nationally-normed tests to teacher-made tests. These also include criterion referenced tests, anecdotal records, rating scales, parent council committee opinion and classroom observation. Each LEA selects the nationally-normed test which is most effective for use in their individual districts.

The most commonly used nationally-normed tests at the LEA level are: Metropolitan Achievement, California Achievement, Wide Range Achievement, Stanford Achievement, Peabody Individual Achievement, Metropolitan Readiness, Peabody Picture Vocabulary and Iowa Test Basic Skills.

Pre-testing includes all activities in which the child will participate. This is based on an assessment of the child's needs by the participating school as to the specific needs of the migrant child.

Data collection on pre-testing is on a timely basis. Once the need of

the child is determined they are provided whatever services are needed. This is always done after administration of the pre-test.

When locals administer pre-testing, immediate analysis of the data is maintained and filed and is used to determine plans for personnel and student needs. This data is also reported on the annual form to the SDE. The compiled data is public and available to participating schools upon request.

The post-test includes both cognitive and non-cognitive objectives. A comparison of pre-test and post-test data is made immediately by the participating school.

The analysis and comparison of pre-testing and post-testing is conducted on a timely basis. When pre-testing and post-testing data are reported to the SDE (Federal Programs Annual Report), this allows another point of view in analyzing and comparing data. Any similarities and/or disparities as reported are discussed with the schools.

The evaluation design includes data collection methods to assess results of supportive services.

ACHIEVEMENT INFORMATION

1. READING REMARKS

We all know that students who move from school to school may be deprived in their educational development. One of the most prevalent disadvantages in regard to migrant children seems to be in the area of reading. It nearly always appears as a number one priority in assessing the needs of migrant children.

All 34 migrant projects had a reading component. It was found that many migrant children were behind in their classwork due to lack of reading ability, especially in the areas of speed, word knowledge, comprehension and concentration. It was felt that the students, therefore, would benefit most from an individualized cultural, linguistic remediation program such as migrant reading teacher could provide. The number of migrant students participating in reading was 1,039. Significant gains were reported in this component. A variety of instructional techniques designed for individualization of instruction were used. Some projects used language laboratories to expand oral vocabulary; some used special tutoring with high interest materials; others used primarily tutorial type classes with a variety of multi-media and other interesting materials. Since many children have bilingual problems all projects made efforts to provide the opportunity for each migrant child to expand oral vocabulary, social adjustment, cultural enrichment and the ability to succeed to their potential. (see Charts A,B,C).

CHART A

SPRING TO SPRING TESTING SUBJECT MATTER: READING

Grade	Membership As of 10/1/80	Students With Pre and Post Test Scores	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
PK				
KG	7			
[illegible]	19	16	39.75	10.12
02	30	23	39.58	9.79
03	25	18	43.86	8.32
04	25	23	37.40	3.84
05	30	25	37.61	4.48
06	33	32	42.19	6.67
07	24	20	30.61	5.79-
08	14	11	24.88	4.74
09	13	5	39.34	.72-
10	18	12	30.63	2.78-
11	11	10	28.28	3.88-
12	12	12	29.28	1.83-
TOTAL	261	207	36.57	3.81

CHART B

FALL TO SPRING TESTING SUBJECT MATTER: READING

Grade	Membership As of 10/1/80	Students With Pre and Post Test Scores	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
PK				
KG	28	27	43.96	14.13
01	70	48	49.38	4.21
02	85	73	47.21	6.61
03	64	50	39.95	7.83
04	50	45	41.67	.44
05	58	48	38.76	5.77
06	64	52	37.21	7.05
07	39	29	35.30	2.11
08	35	31	32.49	6.02
09	18	15	53.37	6.36
10	4	3	51.13	6.67-
11	2	2	36.50	18.00
12	2	2	35.50	19.50
TOTAL	522	425	41.88	5.93

CHART C

READING SUMMARY

GRADE	Membership As of 10/1/80	Students With Pre and Post Test Scores	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
K-12	982	761	40.08	5.26

2. LANGUAGE ARTS REMARKS

The Instructional program for migrant children stresses vocabulary and English comprehension. Activities in the are are designed to assist the migrant students to improve their effectiveness in communicating thoughts and ideas to others. Generally the activities are centered around reading projects involving both oral and written expression.

The major objective of a Title I migrant project language arts component is to provide instruction that will enable most students to gain approximately one grade level or more in growth during the school year.

A total of 788 students out of approximately 2,893 participants were served fully or partially through Language Arts. It is believed that activities in the language arts component have improved student attitudes, self-reliance and created situations which will be meaningful to them. (see Charts D,E,F).

CHART D

SPRING TO SPRING TESTING SUBJECT MATTER: LANGUAGE ARTS

Grade	Membership As of 10/1/80	Students With Pre and Post Test Scores	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
PK				
KG				
01	4			
02	14	8	62.80	5.04
03	18	16	44.85	7.46
04	19	16	38.19	2.19
05	28	25	43.38	12.23
06	42	36	41.12	6.85
07	25	19	31.91	2.77-
08	23	21	27.22	5.37
09	14	4	41.90	2.75-
10	18	9	24.03	1.83-
11	12	10	27.08	4.21
12	12	11	30.16	1.04-
TOTAL	229	175	37.49	4.63

CHART E

FALL TO SPRING TESTING SUBJECT MATTER: LANGUAGE ARTS

Grade	Membership As of 10/1/80	Students With Pre and Post Test Scores	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
PK				
KG	2	2	41.10	4.35
01	12	6	37.84	11.07
02	30	27	52.30	9.57
03	28	24	42.97	8.18
04	26	23	42.84	3.63
05	28	24	35.77	1.03
06	24	23	43.41	1.34-
07	25	22	44.08	4.34
08	25	20	38.02	4.57
09	12	11	43.80	1.91
10	1	1	20.00	10.00
11				
12	1	1	50.00	3.00
TOTAL	214	184	42.81	4.50

CHART F

LANGUAGE ARTS SUMMARY

GRADE	Membership As of 10/1/80	Students With Pre and Post Test Scores	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
K-12	468	380	40.81	4.79

3. MATH REMARKS

Remedial math is reported as a tutorial component for assisting the migrant student to improve their effectiveness in understanding number concepts and to acquire greater skills in the use of these concepts.

Activities in this area include the use of workbooks, audiovisual materials, activity worksheets and manipulative objects of various kinds. Students are pre-tested, then placed in a special class according to the need and then given instruction in that area. Math is intended to increase the ability of the migrant student in their overall ability to achieve at a greater level and growth in the academic year. (see Charts G,H,I).

CHART G

SPRING TO SPRING TESTING SUBJECT MATTER: MATH

Grade	Membership As of 10/1/80	Students With Pre and Post Test Scores	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
PK				
KG	3	1	33.70	20.60
01	17	8	45.00	12.18
02	35	23	39.53	8.34
03	31	23	48.32	2.74
04	22	19	36.75	4.65
05	32	30	43.88	6.03
06	36	34	49.47	8.99
07	25	19	34.32	13.44-
08	17	9	31.44	2.79
09	15	6	57.42	2.38-
10	18	12	35.62	8.25-
11	11	9	23.46	3.52-
12	12	11	32.65	9.45-
TOTAL	274	204	41.12	2.30

CHART H

FALL TO SPRING TESTING SUBJECT MATTER: MATH

Grade	Membership As of 10/1/80	Students With Pre and Post Test Scores	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
PK				
KG	35	30	46.35	14.94
01	79	60	43.62	8.65
02	69	47	47.09	7.87
03	58	47	37.95	12.85
04	65	62	36.57	9.30
05	66	54	31.78	11.86
06	73	62	38.95	10.87
07	43	36	41.31	4.51
08	31	24	39.23	3.76
09	18	15	45.82	.42
10	4	3	34.77	2.70
11	2	2	46.00	20.50
12	2	2	44.50	7.00
TOTAL	545	444	40.10	9.36

CHART I

MATH SUMMARY

GRADE	Membership As of 10/1/80	Students With Pre and Post Test Scores	Posttest NCE Score Weighted Mean	NCE Gain Weighted Mean
K-12	959	721	40.44	6.78

CHART J

OVERALL PROGRAM SUMMARY (ALL GRADES)

Subject	Membership	Students Pre & Post Tested	Post-Test NCE Score (Wt. Mean)	NCE Gain (Wt. Mean)
Reading	982	761	40.08	5.26
Language Arts	468	380	40.81	4.79
Math	959	721	40.44	6.78
Overall	2,409	1,862	40.37	5.75

IMPACT SUMMARY

The evaluation reports of all Title I migrant projects implemented by the migrant school districts in Oklahoma for the 1980-81 school year were reviewed by the Administrator.

Tabulation of data submitted by the LEA's revealed that one thousand thirty nine (1,039) migrant students received services in reading. Seven hundred eighty eight (788) students received services in Language Arts. Eight hundred ninety (890) students received services in Math. The summary shows that the average NCE gains (weighted mean) was 5.75 overall for Reading, Language Arts and Math.

When the project schools were asked to check what percentage of migrant identified needs had been met by the program two (2) checked that 0-25 percent had been met; six (6) checked that 26-50 percent had been met; seventeen (17) checked that 51-75 percent had been met; and thirteen (13) checked that 76-100 percent had been met. This indicates that significant gains are occurring in migrant education and in the related components as reported in the Annual Oklahoma Evaluation Summary.

APPENDIX A

OKLAHOMA STATE DEPARTMENT OF EDUCATION

ANNUAL EVALUATION SUMMARY OF FEDERAL PROGRAMS

FY 1980-81 REGULAR PROGRAM

QUESTIONS	TITLE I ESEA MIGRANT
1. Check federal programs participated in by this district.	32
2. Unduplicated number of public school participants by grade:	
A. Pre-kindergarten	53
B. Kindergarten	104
C. Grade 1	208
D. Grade 2	221
E. Grade 3	226
F. Grade 4	189
G. Grade 5	202
H. Grade 6	202
I. Grade 7	199
J. Grade 8	160
K. Grade 9	136
L. Grade 10	117
M. Grade 11	79
N. Grade 12	70
3. Number of public school participants who received instructional services in:	

	A. English to Limited English background	328
	B. Reading	1,039
	C. Language Arts	788
	D. Math	890
4.	Number of Public school participants who received supporting services in the area of:	
	A. Attendance, social work, guidance, psychology	351
	B. Health, Nutrition	1,000
	C. Pupil transportation	444
	D. Other support services (specify)	228
5.	Unduplicated number of participants.	
	A. American Indian or Alaskan native	80
	B. Asian or Pacific Islander	
	C. Black, not Hispanic	67
	D. Hispanic	1,080
	E. White, not Hispanic	573
6.	Amount of program funds spent on early childhood participants.	$3,423.00
7.	Number of bilingual students participating.	693
8.	Amount of program funds spent on bilingual students.	$385,566.22
9.	Number of handicapped students participating.	80
10.	Number of parents of participating children who received direct service.	34
11.	Number of teachers providing services to handicapped students.	36

12. Number of teacher aids serving handicapped students. 25

13. Number of parents of students in the program who were involved in:

    A. Needs assessment, project planning, implementation and/or evaluation 189

    B. Consultation with school personnel relative to student's participation in program 504

    C. Working as volunteers in program classroom 7

    D. Working as volunteers in program activities outside the program classrooms 57

14. Number of parents not included in item 13 above (e.g., parents of non-program students) who were involved in one or more of the activities listed in item 13 A through D. 33

15. Number of advisory council members who:

    A. Are parents of public school participants in program? 171

    B. Are parents of non-public school participants in program? 2

16. Number of meetings of:

    A. Parent councils 94

    B. Cooperative agencies and community representatives 35

17. Number of meetings in question 16 for considering:

    A. Evaluation of program 3

18. Check if program funds were expended for advisory council activities. 9

19. Number of full-time equivalent staff employed in program by job classification:

A. Administrative	4.42
B. Teachers	65.83
C. Aides	57.67
D. Curriculum specialists	1.00
E. Support Services	6.50
F. Clerical	8.85
G. Others	2.00

20. Number of program staff by classification who received program funded training this year:

A. Administrative	14
B. Teachers	61
C. Aides	54
D. Other	4

21. Number of non-program staff by classification who received program funded training this year:

A. Administrative	17
B. Teachers	3
C. Aides	4

22. Amount of program funds spend for inservice training. $50,962.86

23. Number of professional staff who attended college classes this year. 14

24. Number of aides who attended college classes this year. 2

25. Number of professional staff attending in-state workshop for at least one-half (½) day. 85

26. Number of aides attending in-state workshop for at least one-half (½) day. 60

27. Number of professional staff visits to other projects or similar activities to gain new ideas. 48

28. Check each program for the extent it has affected the curriculum:

    A. Valuable support to existing curriculum 32

    B. Inspired some improved curriculum changes. 19

    C. Much worthwhile change resulted. 20

29. In terms of student benefits in your LEA, check the programs which were strong for the following reasons:

    A. Provided additional resources for students 29

    B. Motivated students 28

    C. Increased opportunities for learning 47

    D. Increased student achievement 31

    E. Other 4

30. In terms of student benefits in your LEA, check the programs which were weak for the following reasons:

    A. Program was not able to reach all eligible students 7

    B. Program regulations limit the needs that can be addressed 12

    C. Other 1

31. Check the approximate percentage of identified needs of

participating students which have been met by each program:

A. 0-25%	2
B. 26-50%	6
C. 51-75%	17
D. 76-100%	13

32. Number of dissemination efforts:

A. Group presentations (Education fairs, P.T.A., Civic clubs, etc.)	50
B. Radio/Television	27
C. Printed Media (newspapers, brochures, bulletins, etc.)	96

33. Dollar amount of funds used for:

A. Instructional equipment	$33,921.90
B. Instructional supplies	$69,292.80

SCHOOL INFORMATION (KEEP AND FILE)

LIST ALL CHILDREN IN A FAMILY	OKLAHOMA MIGRANT ENROLLMENT FORM CERTIFICATE OF STUDENT ELIGIBILITY

CHILDREN OF MIGRATORY WORKERS

GR	NAME			M or F	DATE OF BIRTH			V of B	BIRTHPLACE			ST
	LAST	FIRST	M.I.		MO	DAY	YEAR		CITY	COUNTY	STATE	

APPENDIX B

CLASSIFICATION OR MIGRATORY STATUS

These definitions and information are to be utilized in certifying the eligibility of children for the migrant program.

"Agricultural Activity" means any activity directly related to the production or processing of crops, dairy products, poultry or livestock for initial commercial sale or as a principal means of personal subsistence; any activity directly related to the cultivation or harvesting of trees; or any activity directly related to fish farms.

"Fishing Activity" means any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principal means of personal subsistence.

"Currently Migratory Child" means a child whose parent or guardian is an agricultural or fisher worker who has within the past twelve months moved from one school district to another or has moved from one state to another in order or enable the person to obtain temporary or seasonal employment in an agricultural or fishing activity.

"Formerly Migratory Child" means a child who was eligible to be counted and served as a currently migrantory child within the past five years, but is not now a currently migratory child; lives in an area served by a Title I Migrant Education project; and has the concurrence of their parent or guardian to continue to be considered a migratory child.

"Guardian" means a person who has been appointed to be the legal guardian of the child through formal proceedings in accordance with State law; or a person who the SEA determines would be appointed to be the legal guardian of the child under the law of the child's domiciliary State if formal guardianship proceedings were undertaken; or a person standing in the place of a parent to the child.

"Migratory Agricultural Worker" means a person who has moved from one school district to another or has moved from one state to another in order to enable them to obtain temporary or seasonal employment in an agricultural activity.

"Migratory Fisher" means a person who has moved from one school district to another or has moved from one state to another in order to enable them to obtain temporary or seasonal employment in a fishing activity.

BEST COPY AVAILABLE

ENTER THE APPROPRIATE STATUS NUMBER OF EACH CHILD IN THE LAST COLUMN

"1" If children are interstate - agricultural (moved from one state to another)

"2" If children are intrastate - agricultural (moved from one school district to another)

"3" If children are five-year provision - agricultural (formerly or five-year migrant)

"4" If children are interstate - fishermen (moved from one state to another)

"5" If children are intrastate - fishermen (moved from one school district to another)

"6" If children are five-year provision - fishermen (formerly or five-year migrant)

NAME OF LEGAL FATHER

NAME OF LEGAL MOTHER

LEGAL PARENT(S) ADDRESS

HOME BASE CITY STATE

NAME OF CURRENT PARENT(S) OR GUARDIAN(S)

CURRENT PARENT(S) OR GUARDIAN(S) ADDRESS

HOME BASE CITY STATE

Date parent(s) or guardian(s) moved into district or state. Month_____ Day_____ Year_____. District or state of last residence _____

If agricultural please list crop _____. If fishery list activity _____. If other list _____

The purpose of the move to this district was related to seeking or engaging in temporary or seasonal employment in agricultural, commercial fishing or in related food processing activities.

I grant permission for my children to participate in the Migrant Program and to receive all health and academic services offered by the Migrant Program.

The Migrant Student Record Transfer System has been explained to me and I grant permission for the migrant staff to collect and place academic and health information about my children on this system. I grant permission for this record to be sent to the next school in which my children are enrolled. I understand that I may request and see a copy of this record at any time.

SIGNATURE OF PERSON OBTAINING INFORMATION ON THIS FORM

SIGNATURE OF LEGAL OR CURRENT PARENT(S)

DATE: MONTH_____ DAY_____ YEAR_____

TERMINAL OPERATOR INFORMATION

FILL OUT ONE COPY OF THIS PAGE FOR EACH STUDENT	FORM M-4
MIGRANT STATUS (CIRCLE ONE) 1 2 3 4 5 6	OKLAHOMA MIGRANT ENROLLMENT FORM MAIL TO: MIGRANT RECORD TERMINAL OPERATOR 215 NORTH LEE ALTUS, OKLAHOMA 73521

STUDENT'S LAST NAME	FIRST NAME	M.I.	M or F	DATE OF BIRTH MO DAY YEAR	VER.	AGE	STUDENT NUMBER	MNE

BIRTHPLACE (City)	COUNTY	STATE	HOME BASE CITY	STATE

LEGAL PARENTS

DATE PARENTS MOVED INTO DISTRICT OR STATE MO DAY YEAR	DISTRICT OR STATE OF LAST RESIDENCE
FATHER'S LAST NAME	FIRST NAME
MOTHER'S LAST NAME	FIRST NAME
STREET OR RURAL ADDRESS	CITY
STATE	ZIP

CURRENT PARENTS

DATE PARENTS MOVED INTO DISTRICT OR STATE MO DAY YEAR	DISTRICT OR STATE OF LAST RESIDENCE
FATHER'S LAST NAME	FIRST NAME
MOTHER'S LAST NAME	FIRST NAME
STREET OR RURAL ADDRESS	CITY
STATE	ZIP

SCHOOL DATA

SCHOOL NAME	SCHOOL YEAR	SCHOOL ENROLLMENT DATE MO DAY YEAR	
SCHOOL IDENTIFICATION	COUNTY		
LAST SCHOOL THIS CHILD ATTENDED _____ STATE _____ HAS THIS CHILD EVER BEEN IN YOUR SCHOOL BEFORE? _____ SCHOOL YEAR _____			

APPENDIX C